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| **Texas Wesleyan University Course Syllabus**  **Spring 2013** | **TWU_sheild_2012** |

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| **Course:** Reading 4402-01 | **Course meets:** Mondays & Wednesdays, 10am-12, DWH 310 |
| **Instructor:** Kary Johnson, Ed.D. (ABD) | **Office:** none |
| **Phone:** 817-924-2000 | **Office Hours:** before and after class and meetings scheduled upon request; email is best contact method and will be answered within 48 hours. |
| **Email:** kajohnson@txwes.edu | **Webpage:** [www.readwithkary.com](http://www.readwithkary.com)  **Class site (wiki):** <http://rdg4402spring13.wikispaces.com/>  **(you will receive access prior to the first day of class via wiki invitation)** |
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**Course Description**

*EDU 2300, 3431 and admission to the School of Education*

*GPA of 2.5 or above*

*THEA scores – Reading 260; Math 230; Writing 230*

This course focuses on the most current research, theory, and methods of reading and writing instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques are modeled. A practical application project, based on work with a student in an intermediate school setting, is incorporated into the course requirements.

**Learning Objectives**

***Standard V.*** *Word Analysis and Decoding:* Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

***Standard VI.*** *Reading Fluency:* Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

***Standard VII.*** *Reading Comprehension:* Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

***Standard VIII.*** *Development of Written Communication:* Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

***Standard IX****. Writing Conventions:* Teachers understand how young students use writing conventions and how to help students develop those conventions.

***Standard X.*** *Assessment and Instruction of Developing Literacy:* Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

***Standard XI.*** *Research and Inquiry Skills:* Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

***Standard XII.*** *Viewing and Representing*: Teachers understand how to interpret, analyze, evaluate, and produce.

**Program Goals:**

*EC-6 Generalist Pedagogy and Content:*Students will demonstrate mastery of the EC-6 Generalist curriculum.

* *Language Arts:* Students will demonstrate an understanding of the English Language Arts curriculum.
* *Fine Arts, Health, PE:* Students will demonstrate an understanding of the Fine Arts, Health, PE curriculum.
* *EC-6 Generalist with ESL Knowledge and Skills:* Students will demonstrate an understanding of the EC-6 curriculum.

*EC-12 Pedagogy and Professional Responsibilities:*Students will demonstrate mastery of the EC-12 PPR curriculum

* *Designing Instruction and Assessment:* Students will demonstrate mastery of the EC-12 PPR Designing Instruction and Assessment section.
* *EC-12 PPR Knowledge and Skills:* Students will demonstrate an understanding, of the EC-12 PPR curriculum.
* *Creating Positive and Productive Classroom Environment:* Students will demonstrate mastery of the EC-12 PPR Creating Positive and Productive Classroom Environment Section.
* *Effective and Responsive Instruction and Assessment:* Students will demonstrate mastery of the EC-12 PPR Effective and Responsive Instruction and Assessment Section.
* *Fulfilling Professional Responsibilities:* Students will demonstrate mastery of the EC-12 PPR Fulfilling Professional Responsibilities Section.

*ESL Knowledge and Skills:* Students will demonstrate mastery of the EC-12 ESL curriculum.

* *ESL Language Concepts and Skills:* Students will demonstrate mastery of EC-12 ESL Language Concepts and Skills Section.
* *ESL Knowledge and Skills:* Students will master the EC-12 ESL Knowledge and Skills.
* *ESL Instruction and Assessment:* Students will demonstrate mastery of EC-12 ESL Instruction and Assessment Section.
* *ESL Foundations, Cultural Awareness, Family and Community:* Students will demonstrate mastery of EC-12 ESL Foundations, Cultural Awareness and Family and Community Section.
* *ESL Language Concepts and Language Acquisition:* Students will demonstrate mastery of EC-12 ESL Concepts and Language Acquisition Section.

**Important!!** - EDU 1020-30 (CARRT) and criminal background checks must be completed before participating in any field experiences, observation hours, or any activities in an EC-12 school setting or prior to working with EC-12 students on the Texas Wesleyan university campus.

**Instructional Methods**

* Reading, Discussion & Reflection
* Daily Journaling and Written Reflection
* Group-Work in Class
* Clinical Field Work (15 hours)
* Presentation
* Lecture (only as needed to explain new concepts)

**Evaluation & Grading**

Assignments will be worth the following points

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| Clinical Portfolio | 300 |
| Technology Application | 20 |
| Novel Unit | 50 |
| Annotated Bibliography | 30 |
| Final Examination | 100 |

**Total:** 500 points

Grading Scale

450-500 points = A

400-449 points = B

350-399 points = C

300-349 points = D

299 and less = F

**Absence Policy**

Regular and punctual attendance at all scheduled classes is expected of all students. University regulations authorize absences of students when representing the University (e.g. at athletic, student government, student development, or fine arts events). Other authorized absences are those that may be necessary to fulfill course requirements. Unless otherwise specified by the instructor in the course syllabus, the maximum number of authorized absences during one semester is five for a Monday-Wednesday-Friday class, three for a Tuesday-Thursday class, and two for a class or laboratory meeting once a week.

Unauthorized absences may be excused when caused by illness or other emergencies and should be reported promptly to the instructor. A student is held responsible for all class assignments. When a student has a number of unauthorized absences equal to the number of hours the class meets per week, the student may be dropped from the class roll by the instructor of the class. [**3 tardies = 1 absence]**

**Texas Wesleyan University Policies**

* Students should read the current Texas Wesleyan University [Catalog](http://txwes.edu/Media/Website%20Resources/documents/academics/registrar/2011-2013_UndergraduateCatalog.pdf) and [Student Handbook](http://txwes.edu/life/handbook.aspx#rulesandpolicies) to become familiar with University policies. These policies include but are not limited to academic integrity, grade appeal, sexual harassment, student access to records, and others; policies specified in the current catalog are applicable unless otherwise stated in this syllabus.
* Texas Wesleyan University adheres to a disability policy which is in keeping with relevant federal law. The University will provide appropriate accommodation as determined by the Director of the Counseling Center, Dr. Michael Ellison. Students must notify instructors of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. For assistance, students should consult with Dr. Ellison at [mellison@txwes.edu](mailto:mellison@txwes.edu) or (817) 531-7565.
* Due to the limitless variety of potentially hazardous chemicals that may be found in a scientific or other laboratory environment, students having known, or potential, health-related concerns, such as allergies, asthma, contact dermatitis, pregnancy, or other physiological sensitivities should check with their physician on the advisability of laboratory work. The instructor and/or chair of the teaching department will provide, upon request, a list of chemicals that will be used in experiments during the semester. More detailed information (that is, Materials Safety Data Sheets) will be furnished by the deans upon written request.
* Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a 'blueprint' for the course; changes in the syllabus can be made and students will be informed of any substantive changes concerning examinations, the grading or attendance policies and changes in project assignments.
* Any course taken at Texas Wesleyan University and repeated for a grade must be repeated at Texas Wesleyan University. Any course taken at another university may be repeated at Texas Wesleyan, and the most recent grade on the course will be counted. When a course is repeated, the grade point average will be computed using the most recent grade achieved.

**Class Schedule**

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| **Date** | **Topic** | **Assignments Due** |
| 1/9/13 | Review Syllabus, expectations, procedures, assignments | Join the Class Wiki @ wikispaces.com  Rdg4402Spring13 |
| 1/14/13 | R – attitude/emotion/choice  W – dialogue or reciprocal journals  A-attitude surveys | Atwell Chapter 1 & 2 |
| 1/16/13 | R – sublexical skills leading to reading  W – response journals  A- PA assessments | Atwell Chapter 3 & 4 |
| 1/21/13 | MLK holiday | No Class |
| 1/23/13 | R – word analysis and decoding  W – writing process  A – decoding assessments | Atwell Chapter 5 & 6 |
| 1/28/13 | R – word analysis and decoding  W – writing process  A – spelling assessments | Atwell Chapter 7 & 8  Technology Application Presentations (20 pts) (Upload to Wiki) |
| 2/4/13 | R – word analysis and decoding  W – writing process  A – writing process assessments | Atwell Chapter 9 & 10 |
| 2/6/13 | Library/Research Time | Prepare assessment packet for site visit |
| 2/11/13 | Site Visit/Observation of the Reading Zone: Rosanne Peragine, grade 5 at Thornton Elementary in AISD | Appleman & Graves preface & 1 |
| 2/13/13 | Library/Research Time | Prepare assessment packet for site visit |
| 2/18/13 | R – Fluency Strategies  W – Language Experience Approach  A – running records | Appleman & Graves 2 & 3  Annotated Bibliography Due (30 pts) (Upload to Wiki) & Annotated Bibliography Presentations |
| 2/20/13 | R – guided reading (before, during)  W – 6 traits sentence fluency  A – 6 traits sentence fluency | Appleman & Graves 4 & 5 |
| 2/25/13 | R – guided reading (after)  W – 6 traits voice  A – 6 traits voice | Appleman & Graves 6  Novel Study Due (50 pts) (Upload to Wiki) & Novel Presentations |
| 2/27/13 | Practice QRI | QRI-5 Ch 1-4 p. 1-36 |
| 3/4/13 | Practice QRI | QRI-5 Ch 5-8 p. 37-59 |
| 3/6/13 | Practice QRI | QRI-5 Ch 9-12 p. 60-90 |
| 3/10/13 & 3/13/13 | Spring Break Week | No Class |
| 3/18/13 | Site Visit: Bishop Elementary, Everman ISD: Assessment |  |
| 3/20/13 | Site Visit: Bishop Elementary, Everman ISD: Assessment |  |
| 3/25/13 | Site Visit: Bishop Elementary, Everman ISD: Instruction, implement LP1 | Student Biography Due (Upload to Wiki) (25 pts)  Assessment Protocols with Annotated Bibliography Due (Upload to Wiki) (75 pts)  Individualized Integrated Curriculum Unit Due (Upload to Wiki) (100 pts)  LP 1 due prior to class on 3/25 (Upload to Wiki) (25 pts) |
| 3/27/13 | Site Visit: Bishop Elementary, Everman ISD: Instruction, implement LP 2 | LP2 due prior to class on 3/27 (Upload to Wiki) (25 pts) |
| 4/1/13 | R – Portfolio Intermediate Conference |  |
| 4/3/13 | Library/Research Time | Work on Portfolio |
| 4/8/13 | Site Visit: Bishop Elementary, Everman ISD: Instruction, implement LP 3 | LP3 due prior to class on 4/8 (Upload to Wiki) (25 pts) |
| 4/10/13 | Site Visit: Bishop Elementary, Everman ISD: Instruction, implement LP4 | LP4 due prior to class on 4/10 (Upload to Wiki) (25 pts) |
| 4/15/13 | R – literature circles | Read article on literature circles |
| 4/17/13 | R – readers’ theater | Read article on Readers’ theater |
| 4/22/13 | Portfolio Final Conferences | Complete Portfolio Due (300 points) |
| 4/24/13 | Final |  |

**Assignments: Further Explanation**

**1. Technology Application Presentation, (20 points):** You will find and present briefly (no more than 5 minutes) an application that would benefit pre-service teachers (your classmates) and your future students in the middle grades (4-8) in terms of instruction of 1 or more of the course learning objectives listed at the beginning of this syllabus. Applications can be web-based software for PC or Mac or i-pad/i-phone applications. Upload directions for finding or downloading your application onto our wiki so we can share even after class is over! Who knows, you might become addicted and add extra (but not until everyone has had a chance to do one for points).

**2. Annotated Bibliography of Research Articles, (30 points, 10 per article):**

1. **Select three (3) articles** from research=based publications about teaching reading to upper elementary/middle school students. Articles can easily be found through West Library online or with Google Scholar. Please choose articles that contain practical instructional applications related to our course objectives noted at the beginning of this syllabus. *The Reading Teacher* is a good example of a practitioner journal and a good place to start looking for articles.
2. **Write a critical summary** of what you read, connecting or contrasting with what you are learning in this course. A link further explaining annotated bibliography expectations is available on our wiki.
3. Please **include a citation for each article using APA 6th edition.** A sample of APA 6th is available on the wiki as well.
4. Don’t forget to **upload to the class wiki** by the due date.
5. You will **briefly present** (no more than 5 minutes) your favorite article and instructional strategy to the class.

**2. Novel Study, (50 points):** In order to implement many of the comprehension activities discussed in our class and in both texts, you need to be familiar with good literature! A novel study affords you the opportunity to become an expert on at least one intermediate level novel.

a. **choose an appropriate novel for students in grades 4-up** either from the either from the Young Adults Choices List (International Reading Association) <http://www.reading.org/Resources/Booklists/YoungAdultsChoices.aspx> or choose your own novel. List your choice on the wiki on the novel unit page. First come, first serve (we will all do different books).

b. **read this novel thoroughly and write a brief synopsis** of the novel. Be sure to include: title, date, author, genre, summary of the novel and your opinion of the novel’s utility at the intermediate level (1 page).

c. **create an scaffolded reading experience (SRE) framework.** Use guidelines described in Appleman & Graves text and make your SRE according to their template. Be sure to include at least 10 activities (before, during, and after as applicable to your novel and purpose for reading). Make sure to also differentiate for learners who will need extra support as well as those who will need extended opportunities (see p 19-20 of Appleman & Graves for more information on how to differentiate your SRE).

“*Round robin” instruction of novels will not be accepted as a part of this unit.*

d. **Upload your unit (synopsis & SRE) for sharing with others onto the wiki** so that we have a potential year or more of studies! Sharing is one of the best parts of teaching.

e. **Briefly share your novel with the class** along with your favorite instructional idea from your SRE – no more than 5 minutes

**3.** **Clinical Portfolio of Field Work, (total 300 points) –** this portfolio is a comprehensive, multi-part project showing your understanding of the teaching cycle in the middle grades (how to assess, develop curriculum and implement instruction). Note

1. **Informal assessment protocols with anecdotal documentation (75 points)** – assessment protocols will be reviewed prior to our school site visits and all protocol originals are available on the wiki. You must use at least 6 different protocols that cover different skill areas. A QRI must be one of these protocols. Assessment will allow you to know student areas of strength and weakness so that you can develop specific curriculum and lesson plans for your student.After use of the protocols, you will need to scan your anecdotal records (taken on the protocol directly during assessment) and upload to the wiki. Assessment will occur during 1st two school visits**.**
2. **Student biography (25 points) –** after the first school visit, you will write a biography about the student based on interview, interest inventory, attitude survey found on wiki. The biography will be used to drive creation of the individualized thematic unit and lesson plans and should be completed before our second field visit. Please do not put last name of child and please upload to the wiki on due date.
3. **Individualized Integrated Curricular Unit (100 points):** Integration of ELA and the content areas is critical as instructional time is often limited. Also, by integrating ELA and content area instruction, teachers are able to provide continual instruction in reading throughout the day. For this portion of the portfolio assignment you will create a cohesive unit of curriculum based on interest of your assigned student that integrates ELA and appropriate science or social studies topic. Again upload to wiki on or before due date.

This unit must include the following 4 components:

1. List of the science or social studies TEKS to be covered in your unit (10 points)

1. List of the ELA TEKS to be covered in your unit (10 points) – these TEKS should be related to course objectives on p 1-2 of this syllabus
2. 4 synopses of fiction read aloud books that correspond with the unit (40 points, 10 per synopsis)
3. 4 synopses of nonfiction read aloud books that correspond with the unit (40 points, 10 per synopsis)
4. **Individualized Lesson Plans (25 points each, 100 total)**

* Write 4 lesson plans
* Must be correlated with your all the TEKS listed in both content areas in your curricular unit
* Must address student needs (differentiate and individualize)
* Must include 1 fiction and 1 nonfiction read aloud per plan
* Must follow the course lesson plan format at the end of this syllabus
* Should include activities discussed in class or in readings as evidence of your learning

**Assignment Policies:**

1. All assignments must be legible and grammatically correct.
2. All assignments must be turned in on time.
3. All work must be original work (not copied or plagiarized) and sources should be attributed.
4. Failure to participate in class will result in a 75 point deduction from the final grade.
5. Late work will ***not*** be accepted.

**Fitness to Teach**

In addition to satisfying curriculum and testing requirements, to be recommended for teaching certification, all Wesleyan teacher candidates must demonstrate the skill and willingness required to teach children and youth. This preparation results from the combination of successful completion of university coursework and the demonstration of important human characteristics and dispositions that all teachers should possess. If a professor develops a concern regarding a student’s potential fitness to teach, the professor, with a member of the Fitness to Teach (FTT) committee, may complete a Fitness to Teach Report. Upon completion, the professor will schedule a meeting with the student to discuss the nature of the concerns and to develop a remediation plan. The Fitness to Teach Report will be placed in the student’s cumulative file. Failure to complete a Fitness to Teach remediation plan will prevent a student from enrolling in student teaching. Students who are currently enrolled in student teaching and who receive a fitness to teach report must resolve the concerns prior to the completion of student teaching. Students have the right to appeal Fitness to Teach Report. Student appeals must follow the appeal process listed in the Fitness to Teach Policy located on the School of Education website.

**Sy*llabus is subject to change***

Lesson Plan Sample

Student 1

Lesson Plan # 1

3-25-13

Kary Johnson

**Objectives:**

Science Objectives & Related TEKS:

**Earth Science:**

4.8 Earth and Space: The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to: (A)  measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key;

ELA Objectives & Related TEKS

**Reading Comprehension:**

4.11 expository text:  Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:(A)  summarize the main idea and supporting details in text in ways that maintain meaning

**Reading Fluency:**

4.1 reading fluency: Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

**Written Communication:**

4.15 Writing Process: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A)  plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)

4.17 Writing: Students write about their own experiences. Students are expected to write about important personal experiences.

**Activities:**

1. Reading Comprehension
   1. Guided Reading, Level R book, *Winter*
   2. Use PURRS process for BDA
2. Reading Fluency:
   1. Buddy reading/Echo Reading *The Mitten*, Jan Brett
   2. Readers’ Theater of *The Mitten*
   3. 1 minute timed reading/graph
3. Written Communication:
   1. Begin writing process using *The Snowman* (wordless book) as prompt to generate ideas about creating a story, use Snowman graphic organizer for BME
   2. Ongoing Reciprocal journal letters between teacher and student

**Materials:** markers, pencils, crayons, reciprocal journal, writing process journal, personal spelling dictionary, construction paper, RT script, Snowman GO

**Evaluation:**

* Teacher observation/anecdotal records on lesson plan for reading comprehension and fluency
* Rate and accuracy from 1 minute timed reading of The Mitten
* Snowman GO & Reciprocal Journal Entry